# Children’s book study-

***A Ball for Daisy***

# [2012 Caldecott Winner and Honor Books](http://literacythroughlit.wikispaces.com/2012+Caldecott+Winner+and+Honor+Books)

**Grade Level:** 9-12

**Subject:** Spanish

**Prepared by:** Pamela Dentler

**Educational Standards**

* Ohio World Language Academic Content Standard: Presentational Communication- Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Convey meaning using writing processes and presentation strategies.

**Objectives:**

*Specify skills/information that will be learned*

* TSWBAT create & tell an age-appropriate story to coordinate with the illustrations in the book A Ball for Daisy to a group of pre-school kids.

**Materials Needed:**

* Picture book: A Ball for Daisy
* Other pre-school level children’s books
* Paper/pencil
* Spanish language resources (dictionaries, verb references, etc…)

***Other Resources:***

* www.spanishdict.com

**Information:**

*Give and/or demonstration necessary information*

1. Model ‘story-telling’ in English using the book A Ball for Daisy
2. Instruct basic sentence structure and simplified grammatical constructions that are appropriate for pre-school level children.

***Verification*:**

*Steps to check for student understanding*

1. Students will ‘storyboard’ their ideas and choose 5 key terms/vocab to ‘teach’
2. Students will ‘tell’ their story idea in English to a peer before writing a rough draft for plot feedback
3. Students will write a page-turn by page-turn story in Spanish
4. Students will peer-edit stories
5. Students will practice ‘story-telling’ in Spanish with teacher during fluency training time in class

***Activity*:**

*Describe activity that will reinforce the lesson*

* Once edited and practiced, students will ‘tell’ their version of A Ball for Daisy to a group of 2-3 pre-schoolers one page-turn at a time. The student will choose a child to predict what will happen at every page-turn and highlight key terms and vocab (maximum 5 terms).

# Children’s book study-

***Me…Jane***

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**Grade Level:** 9-12

**Subject:** Spanish

**Prepared by:** Pamela Dentler

**Educational Standards**

* Ohio World Language Academic Content Standard: Presentational Communication- Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Tell a personal story or anecdote that relates some details.

**Objectives:**

*Specify skills/information that will be learned*

* TSWBAT create a short story modeled after the Me…Jane idea of a ‘flashback’ dream being realized at the end with a real-life photograph

**Materials Needed:**

* Picture book: Me…Jane
* A personal photograph
* Paper/pencil
* Spanish language resources (dictionaries, verb references, etc…)

***Other Resources:***

*(websites, videos, books, etc.)*

* www.spanishdict.com

**Information:**

*Give and/or demonstration necessary information*

1. Read Me…Jane to students.
2. Discuss relationship between the ending photograph and the illustrations earlier in the story.
3. Give paralleled example of self (the teacher) ‘living the dream’ of teaching now & explain how the book/story would look with a teaching photo at the end.

***Verification*:**

*Steps to check for student understanding*

1. Students will participate in discussion about dreams and resulting professions.
2. Students will complete a pre-writing activity which records a developing dream sequence and a resulting profession.
3. Students will write a short story modeled after Me…Jane.
4. Students will create illustrations for their short stories and find an ending photograph as appropriate for the story told.

***Activity*:**

*Describe activity that will reinforce the lesson*

Students will create and share a children’s book modeled after the book Me…Jane. The book will show the progression of an interest over a period of time that is ultimately realized by an end photograph of the interest becoming a profession/career.

# Children’s book study-

***Blackout***

# [2012 Caldecott Winner and Honor Books](http://literacythroughlit.wikispaces.com/2012+Caldecott+Winner+and+Honor+Books)

**Grade Level:** 9-12

**Subject:** Spanish

**Prepared by:** Pamela Dentler

**Educational Standards**

* Ohio World Language Academic Content Standard: Presentational Communication- Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertaking and artistic expression.

**Objectives:**

*Specify skills/information that will be learned*

* TSWBAT create a SMASH\* book page (in Spanish) of favorite activities that DO NOT include any kind of electricity.

**Materials Needed:**

* *Blackout* picture book
* SMASH\* book
* Scissors, glue
* Magazines, photographs, other media
* Craft materials (ribbons, stickers, etc…)

***Other Resources:***

*(websites, videos, books, etc.)*

* Sample SMASH\* pages

**Information:**

*Give and/or demonstration necessary information*

1. Read *Blackout* and discuss the themes therein.
2. Discuss experiences students have had with power outages.
3. Brainstorm activities that can/cannot be done during a power outage.
4. Discuss how technology has affected the family unit’s amount of ‘quality time’.

***Verification*:**

*Steps to check for student understanding*

1. Students will participate in a discussion about power outages and activities that can/cannot be done during them & share personal experiences.
2. Students will look through magazines and personal photographs to find examples of activities that do not require technology and/or electricity.
3. Students will look-up key phrases and vocabulary to accompany the activities that they have found.
4. Students will create an original SMASH\* book page themed ‘Cuando no hay ninguna electricidad…’

***Activity*:**

*Describe activity that will reinforce the lesson*

After reading and discussing the story and themes of Blackout, students will create an original SMASH\* book page full of activities that do not require neither technology nor electricity. Students will add Spanish headings, captions, etc to practice target language as well.

# Children’s book study-

***Grandpa Green***

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**Grade Level:** 9-12

**Subject:** Spanish

**Prepared by:** Pamela Dentler

**Educational Standards**

* Ohio World Language Academic Content Standard: Interpersonal Communication- Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.

**Objectives:**

*Specify skills/information that will be learned*

* TSWBAT choose any page in the book *Grandpa Green* and write a dialogue (in Spanish) between Grandpa and the young boy that tells the story behind the topiary on that particular page.

**Materials Needed:**

* Picture book: *Grandpa Green*
* Paper/pencil
* Spanish language resources (dictionaries, verb references, etc…)

***Other Resources:***

* www.spanishdict.com

**Information:**

*Give and/or demonstration necessary information*

1. Read the book *Grandpa Green* and discuss the theme of passing down stories through the generations.
2. Discuss stories that students have been told by grandparents and/or then elderly in the past.
3. Discuss the illustrations in *Grandpa Green* and how they move the storyline along.

***Verification*:**

*Steps to check for student understanding*

1. Students will actively participate in a discussion about the illustrations in *Grandpa Green* & answer the question “What do you think the \_\_\_\_\_\_\_\_\_ bush represents in the life of Grandpa?”
2. Students will choose one page with a particular topiary.
3. Students will create a dialogue of ‘Grandpa’ explaining the significance of that topiary to the young boy in target language.

***Activity*:**

*Describe activity that will reinforce the lesson*

After reading and discussing *Grandpa Green*, students will create an in-depth explanation of an illustration and how it moves the story along via dialogue in the target language.